

Fall 8-15-1997

# ENG 1001C-020-051-060: Composition and Language

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EN1001C: INSTRUCTOR: **LUCINDA BERRY**

**OFFICE:** 315B Coleman Ext: 6972

**HOURS:** **TUES/THURS 1:00 - 3:30**

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### **COURSE DESCRIPTION**

This course offers guided practice in several steps involved in the writing process: from consideration of audience and purpose to editing and revising. The use and documentation of sources, one of the major aspects of academic writing, is also studied.

Your personal experience and observations are used as the starting point for assignments, but you will be required to supplement these with research. For each assignment, you will have the opportunity to choose a topic that interests you.

Editing and revising are important in the course.

### **POLICIES/GRADING**

Some writing, all peer editing and all discussion will be done in class, so there is no opportunity to do make-up in these areas. Consequently, your grade will diminish if you do not regularly attend class. Please note the percentage these areas will be weighted in determining your final grade. As a general rule, more than three absences is excessive for a class which meets twice a week.

You will be given deadlines for each assignment. Late work will be marked down one full letter grade. Late papers will not be accepted more than a week past the original due date. Expect no leniency on this policy.

If you do not give an assignment directly to me, take it to the English Department office and have one of the secretaries note the date and time on it. She will then direct you to put it in my mailbox. Assignments without this validation will automatically be considered late.

I will be following "Standards for Evaluating Themes at Eastern Illinois University" to determine grades for your assignments. Thoughtful content, clarity, development and effective organization are important elements. Standard English grammar and spelling are necessary. Assignments will be weighted as follows:

Assignments 1, 2, 3	15% each
Assignment 4	20%
In-class essays	20%
Participation/editing	15%

Deadlines for these assignments are noted on the daily schedule of class activities. A list of all the elements each assignment must contain is included with this syllabus.

### **POLICY ON PLAGIARISM**

Random House Dictionary of the English Language defines plagiarism as "the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work." This misappropriation will not be tolerated in this course. If evidence of plagiarism is discovered in your work, you will receive an F for the assignment. In cases of blatant and intentional plagiarism, you will receive an NC for the course. Plagiarism cases will be reported to the appropriate administrative offices, and will become a part of your academic record at EIU.

### **DISABILITIES**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

## MAJOR ASSIGNMENTS: 1-4

1. Write a profile of a person, place or activity based on observation and at least one interview source. Imagine your audience to be readers of a newspaper or magazine, and be sure that your profile would be informative and interesting enough for such a publication. Make sure that you illustrate a dominant theme or characteristic. (2-3 pages.)

Consult Chapters Four, Fifteen and Twenty in SMG.

2. Write an evaluation of a television show, movie, book or CD. Be sure to make your criteria for evaluation clear to the reader. Use description to explain how the subject you are reviewing meets or falls short of these standards. (2-3 pages)

Consult Chapters Eight and Nineteen in SMG.

3. Write a position paper on a current topic that interests you. This does not have to be a "heavy" subject; in fact many such subjects are banned. These forbidden choice include (but are not limited to): abortion

drinking age

gun control

assisted suicide

capital punishment

salaries for professional athletes

Consult your instructor before starting work.

You may include personal opinion, but you must also have support from at least three outside periodical or interview sources. Written sources should be no more than one year old. In your essay, you must include some discussion of counter argument on the topic. Remember that your primary aim is to present a particular side of the argument, not necessarily to persuade your reader to agree with you. Inform more than you cajole. A bibliography must be included with your essay. It should be written using the MLA form. (4-5 pages)

Consult Chapters Six, Nineteen and Twenty-One in SMG.

4. This assignment will demonstrate your ability to develop a personalized writing assignment which shows off your writing strengths, and your ability to substantially revise work .

1. Take an essay which was written in class and develop it into a longer essay which fits into one of the categories we worked with this semester. For example, using an essay describing a pencil as your starting point, you might write a position paper in which you demonstrate using a pencil is preferable to using a pen. Or write a profile about the activity of pencil making, or a person who finds pencils indispensable.

As you can see, this essay doesn't have to be particularly serious in tone. However, do be serious about using some of the principles practiced in earlier essays.

Include the following elements:

I. An introductory essay in which you explain the choices you made. Consider such issues as: Why did you decide to write an evaluation essay, not a position paper? Why did you decide to include some material and discard some other? What strategies did you use for organization? Why do you consider your introduction and conclusion effective?

II. The original in-class essay.

III. The formal essay developed to fit a certain rhetorical category. It should be at least three pages long.

Note: SMG refers to **THE ST. MARTIN'S GUIDE TO WRITING**

## **WHAT TO INCLUDE IN ASSIGNMENTS 1-3**

1. Invention notes and preliminary writing done in class (even if previously turned in for me to check) These are the only part of your package which may be hand written. Be sure your name is on the page.
2. Preliminary draft which was read by a classmate. Put your full name in the top right hand corner.  
Put your last name with the page number of each subsequent page.
3. Editing essay by a classmate.
4. Revised essay: Your essay must have a title. Place name as on first draft. There must be substantial changes between this essay and the preliminary essay. Part of the assignment is to revise to more effectively communicate with an audience.
5. Reflective essay of at least one typewritten page in which you discuss problems you had with the assignment and how you went about solving them. Include a discussion of why you made the changes incorporated in the second version of the essay, and explain any influences the various reading assignments or discussion my have had on your essay.

## **WHAT TO INCLUDE IN ESSAYS EDITING OTHER WRITERS**

You need to examine each essay in terms of the standards for a particular style of writing which are explained in each chapter of SMG. The section in each chapter called "Getting Critical Comments" includes several questions for consideration.

Your basic goal is to explain what was effective and ineffective in the essay. Always give an explanation for your judgment; don't expect me to think the same way you do. Pay attention to development and organization. Consider whether the writer's point is clear. Base your comments on an accurate assessment of criteria related to the author's purpose, not your personal likes and dislikes. For example, the writer may have a vivid description of something unpleasant. This may be very effective if part of her purpose is to shock the reader. If so, you must concede that she has used an appropriate technique. You can't make a comment about how you don't like to read about ugly images. This may be true, but it contributes nothing to analysis.

"This essay was boring" is a statement you should never write in your analysis! If you are bored, your mind is not engaged. Analysis is a task which requires engagement of your critical thinking skills. On the other hand, lots of "This essay was terrific" comments aren't going to earn you high marks or help the writer of the essay improve!

Your analysis essays should be a minimum of one and a half type-written pages. You will receive a grade on a scale of 5-10 based on the accuracy and thoroughness of your comments.

## **WHAT TO DO FOR PARTICIPATION**

The grade here will be determined on a point system. During class discussions, you will have an opportunity to earn up to ten points, depending on the quantity and quality of your comments. I record points in the attendance book. You will also receive points for any group assignments which may be done in class.

You will be required to prepare for one or two conferences during the course of the semester. This event is also worth 20 points.

At the end of the semester, I will add up each student's points. I will determine your grade by a standard percentage scale (90% and above is an A, 80% is B and so on.)

Aug	26	Introduction to the course
	28	Editing practice
Sept	2	Discussion of profile assignment (Refer to Chaps. 4 and 20)
	4	Discussion of Chapter 4: "Soup" "School Serves No Purpose"
	9	Writing in class
	11	Profiles
	16	First draft of Assignment One Due (Must be legible/preferably computer generated) Editing in class
	18	<b>ASSIGNMENT ONE DUE</b> (see what to include in assignments) Discussion of evaluation assignment
	23	Discussion of Chapter 8: "The Wretched of the Hearth"
Oct	25	Writing in class
	30	Evaluations
	2	Conferences
	7	Conferences
	9	<b>ASSIGNMENT TWO DUE</b> Discussion of Position Assignment
	14	Discussion of Chapter 6: "Children Need to Play, Not Compete"
	16	Writing in class
	21	Position
	23	Position
	28	Research Day
	30	First draft of Assignment Three due
Nov	4	Review of writing foci and rhetorical strategies
	6	Revision practice
	11	TBA
	13	<b>ASSIGNMENT THREE DUE</b>
	18	TBA
	20	TBA

Thanksgiving Vacation: A break, at long last!!!

Dec	2	First Draft of Assignment Four due
	4	Review of introduction/conclusion techniques
	9	<b>ASSIGNMENT FOUR DUE</b>
	11	Writing in class